

Townsville Central State School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

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Webpages	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.

From the Principal

School overview

Townsville Central State School is the oldest school in Townsville and celebrated its 150th birthday in March 2019. Situated on the site of the original gaol with Castle Hill and Queens Gardens in the background and The Strand just down the road, our school has arguably the best location in the area.

Our school values are **Wonder** | **Teamwork** | **GEM (Gratitude Empathy Mindfulness)** | **Acceptance** | **Resilience**.

Our school prides itself on the holistic education of our students with a suite of programs, events, celebrations and activities to build their resilience, problem-solving strategies and foster academic excellence. Students engage with the curriculum through Science Club, Art Club, Japanese Club, Wellbeing Club, Hot Ropes, Sporting Schools, Opti-Minds, Global Tropics Futures and a quarter of our students participate in our Instrumental Music Program.

Our pedagogical framework is based on Visible Teaching, Visible Learning, and our behaviour framework is Positive Culture for Learning (PCL), based on Positive Behaviour for Learning (PBL), Restorative Practices and The Resilience Project (GEM).

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Prep Year - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	230	233	230
Girls	93	112	103
Boys	137	121	127
Indigenous	41	43	55
Enrolment continuity (Feb. – Nov.)	85%	88%	80%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Prep – Year 3	24	24	22
Year 4 – Year 6	25	21	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

At Townsville Central, we foster the factors of resilience in children, and one of these ways is through school clubs, where students find belonging and connectedness, as well as developing their exceptions tory and build vocabulary. Our clubs include (but are not limited to) Science Club, Art Club, Japanese Club, Wellbeing Club, Hot Ropes, Sporting Schools, Opti-Minds, Global Tropics Futures, and more.

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our behaviour framework is called Positive Culture for Learning (PCL), based on Positive Behaviour for Learning (PBL), Restorative Practices and The Resilience Project (GEM). Our school mascot, Curtis the Cockatoo, helps to teach our PCL lessons.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	85%	100%	100%
• this is a good school (S2035)	85%	100%	100%
• their child likes being at this school* (S2001)	90%	100%	100%
• their child feels safe at this school* (S2002)	75%	100%	100%
• their child's learning needs are being met at this school* (S2003)	85%	92%	92%
• their child is making good progress at this school* (S2004)	85%	92%	92%
• teachers at this school expect their child to do his or her best* (S2005)	90%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	92%	100%
• teachers at this school motivate their child to learn* (S2007)	79%	100%	85%
• teachers at this school treat students fairly* (S2008)	75%	92%	92%
• they can talk to their child's teachers about their concerns* (S2009)	95%	100%	92%
• this school works with them to support their child's learning* (S2010)	85%	92%	100%
• this school takes parents' opinions seriously* (S2011)	75%	91%	92%
• student behaviour is well managed at this school* (S2012)	53%	77%	92%
• this school looks for ways to improve* (S2013)	90%	92%	100%
• this school is well maintained* (S2014)	80%	100%	92%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	100%	96%	97%
• they like being at their school* (S2036)	93%	100%	97%
• they feel safe at their school* (S2037)	87%	82%	90%
• their teachers motivate them to learn* (S2038)	93%	100%	95%
• their teachers expect them to do their best* (S2039)	100%	100%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	98%	95%
• teachers treat students fairly at their school* (S2041)	88%	90%	89%
• they can talk to their teachers about their concerns* (S2042)	93%	96%	94%
• their school takes students' opinions seriously* (S2043)	88%	92%	84%
• student behaviour is well managed at their school* (S2044)	84%	71%	75%
• their school looks for ways to improve* (S2045)	97%	98%	92%
• their school is well maintained* (S2046)	93%	90%	89%
• their school gives them opportunities to do interesting things* (S2047)	93%	98%	95%

Percentage of students who agree# that:	2017	2018	2019
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* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	90%	81%	96%
• they feel that their school is a safe place in which to work (S2070)	90%	88%	96%
• they receive useful feedback about their work at their school (S2071)	80%	63%	57%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	92%	100%
• students are encouraged to do their best at their school (S2072)	89%	94%	96%
• students are treated fairly at their school (S2073)	89%	94%	96%
• student behaviour is well managed at their school (S2074)	89%	75%	78%
• staff are well supported at their school (S2075)	80%	81%	61%
• their school takes staff opinions seriously (S2076)	90%	75%	70%
• their school looks for ways to improve (S2077)	100%	100%	87%
• their school is well maintained (S2078)	90%	88%	74%
• their school gives them opportunities to do interesting things (S2079)	100%	75%	82%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Our approach to engaging with parents and the community is aligned to the department's Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	8	27	49
Long suspensions – 11 to 20 days	0	1	3
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Our behaviour framework is called Positive Culture for Learning (PCL), based on Positive Behaviour for Learning (PBL), Restorative Practices and The Resilience Project (GEM), which was renewed from the start of 2019, evolving from PBL to also include Restorative Practices and GEM, becoming PCL. At the end of 2019, a school competition led to the creation of our new school mascot, Curtis the Cockatoo, helps to teach our PCL lessons. These changes are expected to reduce the SDAs in 2020 after spending time in 2019 engaging with, and reaffirming, what are positive behaviours and what are negative behaviours.

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

A significant array of solar panels are expected to be installed early in 2020 to further reduce the school's environmental footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	148,049	120,199	136,693
Water (kL)	8,376	7,768	8,025

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	18	15	<5
Full-time equivalents	15	9	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

Our school has a very significant cohort of teachers who are the top two ranks of classroom teachers, Experienced Senior Teachers (ESTs) and Senior Teachers (STs). More teaching staff are expected to become ESTs and STs in the following year.

A number of teaching staff are engaged in or have completed further study at the Masters level, and a number of teacher aide staff are engaged in further study at tertiary and TAFE-level.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

The school also spends a significant allocation of time in professional development during meeting time each week and each month on focus areas that support the school's Annual Implementation Plan and School Strategic Plan.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	91%	91%	89%
Attendance rate for Indigenous** students at this school	83%	83%	80%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2017	2018	2019
Prep	91%	92%	83%
Year 1	92%	92%	86%
Year 2	89%	92%	92%
Year 3	90%	90%	90%
Year 4	89%	90%	92%
Year 5	91%	92%	89%
Year 6	92%	87%	89%

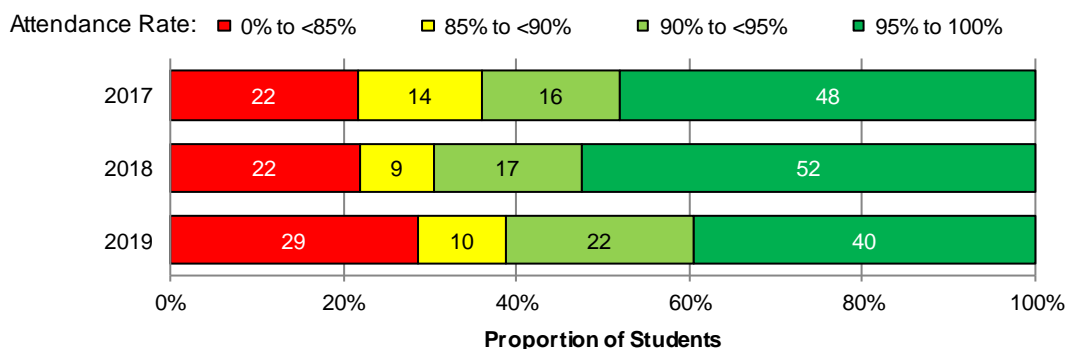
Year level	2017	2018	2019
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.